

A PROPOSED CURRICULUM IN THE SOCIAL STUDIES FOR CULTURALLY-
DEPRIVED STUDENTS ATTENDING THE UPWARD BOUND PROGRAM
AT CENTRAL COLLEGE, PELLA, IOWA DURING
THE SUMMER OF 1967

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by
John W. Van Tuyl
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CHAPTER I

THE PROBLEM AND PROCEDURE

A new and original approach to the problem of combating poverty has been initiated by the Office of Economic Opportunity under the leadership of Sargent Shriver. For the last two years a program entitled Upward Bound has been in existence at colleges and universities throughout this country. This program is aimed at the culturally-deprived tenth and eleventh grade high school students who exhibit potential, but lack interest in the usual high school curricular offerings.

This writer participated as a social studies teacher in the Upward Bound program at Central College, Pella, Iowa during the summer of 1966, and will instruct in a similar summer program at the same college in 1967.

I. THE PROBLEM

Statement of the problem. The problem of this field study is to set forth a proposed curriculum in the social studies for utilization during the eight week 1967 summer session. Those projects found to be successful during the initial 1966 program will be used with some modification. New developments in the social studies will be proposed and evaluated. Finally, recommendations for further research are to be presented.

Rationale for the Upward Bound Program. The Upward Bound program involves a full time schedule during the summer months and a follow-up during the academic year. The purpose of the program is to find the economically and/or culturally-deprived student with college potential, interest him in an academic program, and motivate him to prepare for and attend college.

Most of the poverty programs have had as their target the indigent, unskilled laborer and his children. The money applied to the situation helped, usually, but did not strike at the heart of the problem. The problem remained the youngster's total connection with his environment. This connection had to be severed, either permanently or at least, temporarily. In a democracy the forced permanent severance is anathema. Therefore, some method of allowing the youngster voluntarily to live in and identify with the middle class culture had to be devised.

Many of these culturally-deprived students have a record of failures in everything. After they find themselves good at nothing, the next step is in becoming good for nothing. We must tailor-make a curriculum for this person to fit the general and special social, cultural, and economic needs of the local school-community.

The attitude of the student toward education must be changed. This will be the key to his success, for it is imperative that he develop the desire to learn. Much time

and effort will be required to change the feelings of hostility and outright indifference to education held in many homes of the deprived students.

When these people are removed from their environment, this vacuum must be replaced by a workable and, to them, meaningful program. The student must be seduced into learning, as no one can learn or change if he lacks the will or the motivation to improve himself.

The allegation is often made that culturally-deprived children are not interested in education. The continuing interest of these students would tend to refute this charge. According to Riessman:

It is popularly held that the culturally-deprived child is not interested in education; moreover, that he is essentially antagonistic toward it. This idea is rooted in two obvious facts: one is the observation that he is plainly discontented in the school; the other is the equally well-known fact that his parents have little education, frequently cannot read, and that there are typically few, if any, books in his home. Interviewees were asked the question, "What do you miss most in life that you would like your children to have"? Over 50 per cent of the white lower socio-economic group (and 70 per cent of the negro group) said "education".¹

The tenth and eleventh grades are critical for probable dropouts. Especially is this true if his roots are in an economically disadvantaged area. The fact that many of these school-alienated students have college potential which will go unrecognized is one that we must not overlook. Some sort

¹Frank Riessman, The Culturally Deprived Child (New York: Harper & Row, 1962), p. 122.

of program was needed to isolate this person, withdraw him from his environment, and change his attitude toward himself. He must, in a short period of time, be shown his potential, and motivated to use it ultimately for a successful college experience.

In his explanation of the program, director Shriver said:

One of America's greatest wastes occurs when capable young people who could succeed in college never attend because of the psychological, social, and physical conditions of poverty backgrounds. This waste is especially cruel when we remember that more than ever before, higher education holds the key to so many jobs in the future.

No one knows how much talent is lost to the nation because of poor performance during the formative years of a youngster's education. UPWARD BOUND is designed to cut into this waste and to see if substantial numbers of potentially successful youngsters can profit from a real chance at a higher education.

We invite your ideas and your proposals on how best to provide that chance.

The Upward Bound programs were continued in 1966 at 216 colleges and universities throughout the nation. In 1966 five Iowa colleges received federal funds to operate Upward Bound programs. One of these schools was Central College located at Pella, Iowa.

II. PROCEDURE

Review of the Central College pilot program. Seventy-nine students were accepted for the 1966 summer program in

¹Sargent Shriver, "Speech to Upward Bound Teachers," Office of Economic Opportunity Bulletin, I (November, 1966),

the numbers indicated from the following Iowa communities: Keosauqua 3, Bloomfield 6, Ottumwa 31, Eddyville 3, Newton 16, Des Moines East High School area 11, Des Moines North High School area 8, and Toledo 1. Of these seventy-nine students, seventy-six completed the program. Such retention was felt remarkable. A much higher attrition rate was expected.

The academic phase of the program involved one-half of the student's time.

Each morning the students attend forty-five minute classes in English, social studies, math, and science. The afternoon was divided into free time, study time, and athletics.

Each of the teachers was responsible for teaching two forty-five minute classes of approximately 20 students each. The subject matter was left to the discretion of the teacher and he was provided with funds for curricular materials. Audio-visual equipment was always available.

Each teacher was assigned an upper-level college student who assisted him in the classroom. These students were also required to live in the college housing with the program's participants. Much credit must go to these college people, for, without them the program could not have been successful.

The Upward Bound student received \$7.00 per week of attendance. During the academic year they receive \$5.00 per week for as long as they remain in school. In turn they are

asked, but not required, to tutor another student during the year.

A get-together activity for the students is planned at least once each month during the academic year. The students are returned to the college campus for athletic events, class visits, holiday social events, and talks by notable persons. At least 75 per cent of the students have attended each activity.

The main guidelines for the selection of students (which was done mainly by high school counselors) were interest, test scores, teacher evaluations, and family income.

Students from non-farm families were eligible when the income range was from \$1,500.00 to \$6,000.00, depending on the number of children in the applicant's family. The income in farm homes could range from \$1,050.00 to \$4,200.00, again depending on the number of children. According to Shriver:

Most of the students recruited by the colleges and universities come from families even poorer than the Office of Economic Opportunity poverty standard, and many come from extremely large families. One of the luxuries of UPWARD BOUND for these students was sharing a room with only one person and having their own bed. A Majority of the current UPWARD BOUND students live with only one parent, and many live with no parent.

The Proposed Upward Bound Program for 1967. During the 1966 Upward Bound program at Pella new ways of teaching the

'Ibid.

culturally-deprived students were attempted. The writer intends to learn from his successes and failures. The curriculum this summer will be further designed to motivate this one student out of every three whom according to Riessman is culturally-deprived.¹

As stated, few changes are contemplated in the guidelines for the 1967 program. The students will number about one-hundred and will come from the same areas as last year.

First consideration for proposed projects is given to small research groups who will be assigned to answer and/or evaluate a current social or cultural problem. The use of small groups of students permits a wider range of activities and allows closer supervision of research techniques.

The writer intends to propose several group topics for consideration by the students. Each section of approximately eight students will be assigned to research an individual topic for presentation to the entire Upward Bound student body. Provision will be made by small-group field trips to assist in more accurate information gathering.

In addition to the available resources of the Central College library, new and current paperback materials will be provided for the students in an attempt at achieving the highest possible interest factor. **These books are to be read and discussed in the group sessions held by the student.**

¹Riessman, op. cit., p. 1.

Their ideas can then be disseminated for presentation to the entire student body at the reporting time. The author has found that proper paperback books incite more enthusiasm than any other resource material. Paperback titles germane to each small group unit of work will be proposed.

Use of individual research projects of a more specific and scholarly nature are to be suggested to those students desiring this type of endeavor. Many students will work individually in addition to the aforementioned small-group research. These topics can at the discretion of the student be presented orally and/or in a written fashion.

The newest available audio-visual aids will be obtained and used--oftentimes as a cooperative venture with the English department. The audio-visual program is to be broadened to include short wave equipment for the study of propaganda and movie producing equipment for necessary filming of project accomplishment. Tape recorders, overhead equipment, and record players will be utilized.

News magazines are to be ordered in quantity for use by the students. For their individual and group research projects, magazines such as Life, Newsweek, Time, and The National Observer will be necessary. The majority of Upward Bound students come from homes where this type of media is not available or considered important. This weekly news material will be supplemented by daily editions of the Des Moines Register. The preceding news media will be used as

a basis of daily discussions of current problems and as beneficial accouterments to a well rounded social studies program.

Scheduling changes have been initiated to provide for longer class periods which meet on alternate days. This is only to affect the English and social studies departments. Science and mathematics will still adhere to the traditional "every day for an hour" concept. This plan will allow the English and social studies departments to alternate meeting days and will give two-hour blocks of time to each department twice a week. This will allow the departments to culminate many activities requiring more than one hour. On Fridays the regular one hour period is anticipated. Generally the classes will meet during the morning hours, leaving the afternoons free for athletics, field trips, individual study, and counseling activities.

The teacher-student relationship will be necessarily a close one and an informal attitude should be maintained. During the pilot program students were constantly asking, "Why are you so much friendlier here than in your regular classroom?" The almost total involvement in small group work on the part of the student should cause the image of the teacher to change to almost that of senior assistant counselor.

The only time the teacher will revert to the role played during the regular academic year will be during the so-called "teachers choice" period. For thirty to sixty

minutes each week discussion topics will be those given first priority by the teacher. The writer feels that only at this time should the lecture method be approached.

Usually only lip service is paid to the new methods in the social studies. The author hopes to modify this philosophy--if only for eight weeks; and further hopes that the following curriculum will change the bad image of the social studies held by many high school students.

CHAPTER II

THE PROPOSED CURRICULUM

The rationale of the program as conceived by The Office of Educational Opportunity under the leadership of Sargent Shriver has been one of searching out of impoverished talent and vigilance in following through with new and, perhaps, "radical" experiences in education. These "radical" experiences have been left to the discretion of the individual teachers in all cases subject to the broader guidelines suggested by the Office of Educational Opportunity.

Mr. Shriver, Director of the Office of Economic Opportunity, in challenging staff members urged teachers "to tax their imaginations for realistic avenues to induce college-capable young persons toward higher education."¹

I. RATIONALE FOR THE CURRICULUM

Problems of the culturally-deprived student. Because the advantages available to "middle class" students has placed them in a favorable educational perspective, it would seem to follow that the inclusion of these benefits for the culturally-deprived would have a similar efficacious effect. For this reason alone the following proposals would seem

¹Shriver, op. cit., p. 7.

germane in approaching the problem of enriching the poverty-imposed jejune lives of the typical Upward Bound student.

A typical public high school program over-burdened by burgeoning enrollments and restricted by ever-increasing financial woes cannot meet the individual needs of the culturally-deprived student. He must be provided with the compensating experiences ubiquitous within the world of the "middle class" where advanced education is considered a natural accoutrement to the maturation process.

The public school's inability (and forced unwillingness) to provide motivational experiences for those of its students whose environments have frustrated upward cultural and intellectual mobility justifies the existence of Upward Bound type programs with their compensating ancillary experiences.

Educationists have long known that individual differences in intelligence are related to socio-economic factors. According to Hickerson:

Study after study reveals that middle-class Caucasian American children do far better on IQ tests than do Americans who are Negro, Puerto Rican, Mexican, Indian, Filipino, or members of other minority groups. Other studies indicate that middle-class Caucasians achieve higher I.Q. scores than Caucasians from economically deprived families.¹

Affluence, if we accept this, does not have a monopoly on innate intelligence, but only fosters ability by providing

¹Nathaniel Hickerson, Education For Alienation (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965),

exposure to enriching experiences. It is the intent of the writer to propose a summer's curriculum in social studies with appropriate experimental supplement which would begin to fill the void imposed by society's disfavor.

A primary socio-economic factor influencing intellectual growth is the home. Upward Bound, in seeking means to boost self-esteem of the impoverished youngster, takes the student out of his abject home situation and places him in the more favorable environment of the college campus which for the summer removes the stigma and stultifying effect of the ghetto.

It is within this climate that Upward Bound hopes to capture the imagination of the youngster for use as a springboard to later gains in the intellectual realm. Experience has shown that students respond to a "better way of life" not only on the dormitory level but also in the class room when meaningful student-centered plans are utilized.

II. PERSONNEL AND MATERIALS

The instructional staff. The writer and one other teacher will administer the social studies segment of the Upward Bound program. Both teachers were assigned to the 1966 pilot program at Central College. The two instructors come from varying experimental teaching backgrounds. One brings eight years of primarily junior high experience; the other has taught in the senior high schools for fifteen

years. The two teachers share the "try anything once" philosophy which is essential for a successful program. The need for experimentation is imperative as this element is all too often lacking in the academic situation to which the youngster has been accustomed.

Facilities available for the social studies program.

Each teacher will be provided with a separate classroom, one of which is sufficiently large for simultaneous meeting of the two classes. Much team teaching is planned. The use of audio-visual aids, outside speakers, group discussions, and the need for media dispersal preclude the need for large group instruction. The constant availability of two separate classrooms will facilitate the flexibility of the program. It allows several group projects to operate in simultaneity. The team arrangement will allow some specialization of function.

Proposed class scheduling for 1967. The flexibility

allowed by the proposed schedule provides a unique opportunity for experimentation on the part of the teacher. Of the four subject areas, (English, mathematics, science, and social studies) only mathematics and science are expected to have regular forty-five minute class periods. English and social studies will thus be able to divide the double class periods between them on alternating days. This will permit increased flexibility and allow greater diversity of activity. The

two-hour block of time is long enough to allow the culmination of many activities which would not be possible in the usual sixty minute period. This concept also more nearly approximates the college schedule for which we are ostensibly preparing the student. Each social studies teacher will be responsible for the activities of approximately forty students per class day. Two two-hour blocks of time and one regular forty-five minute period will comprise the ordinary week's activities.

Utilization and duties of student assistants. Two college-student assistants will be assigned to each teacher. These people will be valuable for leading small group discussions, assisting in supervisory capacities on field trips, and in innumerable other ways. These college assistants are chosen from the Central College student body and are people of top scholarship and exemplary character. Their roles as assistants and advisors to the students is invaluable. Oftentimes they are the only young people of high moral character with whom the Upward Bound student has had a chance to associate. These advisors live in the college housing with the students and are constantly in contact with them. The addition of these student counselors will permit further diversity and free the two teachers for planning and evaluating other activities.

Purchase of current paperback resources. The intent of the writer is to provide the students with current paperback materials whenever possible. The immediacy of the group projects would indicate this necessity. Sufficient money is available to purchase five paperback books for each student at an average cost of fifty cents each. These materials become the personal property of the students. The suggested paperback reference materials can be purchased at a local news agency for the usual marked, retail price less twenty per cent. The paperback is an excellent choice for several reasons. First, it tends to dispell the textbook image which repels the average culturally-deprived teen-ager. Secondly, the paper book is far less expensive than its hardbound counterpart. Finally, the paperback book is easily transportable and will fit nicely in the hip pocket of the tight slacks worn by the fad-conscious teen-ager.

The average news stand operator can obtain almost any listed title on short notice. Most of the books will be kept in stock as the news dealer must keep his many retail outlets supplied. He will be most cooperative, for he enjoys the quantity profit and the lack of delivery expense.

Use of news publication. The students will be provided with twenty-five daily copies of the Des Moines Register, and five weekly copies each of Newsweek, Time, The New York Times, Life, and The National Observer. Few of the students will have access to media of this sort, and these

materials will be valuable educational aids to them. In addition, these newspapers and magazines will be necessary in researching the individual and group research topics with which the students are to be occupied. The number of copies of each magazine and newspaper will be sufficient to provide coverage of the classrooms, the dormitories, and the study room. These will be supplemented by the news media regularly ordered by the college.

Audio-visual aids procedures. Audio-visual equipment will generally be furnished by Central College. A 16 millimeter projector will be assigned to the social studies department. The author will utilize his own tape recorder and record player. Extra equipment such as overhead and opaque projectors are available to the writer from the Des Moines Public School audio-visual aids library.

III. INTRODUCTORY PROJECTS

Orientation and preliminary activities. The introductory phase of the program will be given to orientation, student planning as to activity choice, and ordering of materials. Introductory activities will require the major portion of the first week.

During the first class period, the students will be asked to initially prepare a short, autobiographical report entitled, "Who Am I?" This confidential report will be invaluable to the staff for counseling and instructional

purposes. The report will additionally serve as a springboard to further discussion regarding the problems and attitudes of the students.

Two films will be shown during the final meeting of the first week. These films are guidance oriented and emphasize the common, universal problems of man in adjusting to his world. The writer plans to use "Nobody Waved Goodbye" which is a thirty minute film for and about the teen-ager and his problems. It emphasizes the conflict within the mind of an eighteen-year old who attempts to find something meaningful in life. This is a new film; it has good reviews, and the writer feels the film can be successful in reaching the culturally-deprived teen-ager. "Nobody Waved Goodbye" can be obtained from Brandon Films (200 W. 57th Street, New York, New York, 10010). The other planned introductory film is, "The Loneliness of the Long Distance Runner", which analyzes the struggle of the cross-country runner against the desire to quit the race when he realizes, that for him, victory is futile. He finally comprehends that the race itself is the important thing, not the ultimate outcome. This film is also new and can be rented from Continental Films (241 East 34th Street, New York, New York, 10016).

During these first days, the instructors will attempt to group the students according to their areas of interest in the current research topics to be used. Those who wish to work on an individual basis will be given individual research

to accomplish. Some students, if past experience is an indication, will want to work in both individual and group areas. This type of flexibility is possible in such a program as Upward Bound.

No specific plans for day-to-day activities can be formulated. Inherent flexibility must be maintained for the program to function properly. If certain projects or activities are not successful, the format of the program must be altered to conform to the needs and interests of the student. The ability to deviate from an established, structural pattern is basic to the success of such a program as Upward Bound. Under present conditions such innovative devices could not work in the comprehensive high school. More control and structuring are thought to be essential in the operation of the traditional school system. The projects suggested in this study were found to be generally successful in this or other programs in the past. They represent the experience of the writer and other teachers in conducting similar government programs.

IV. PROPOSED SMALL-GROUP RESEARCH PROJECTS

Methodology of small-group research. Broad student-selected weekly study topics will be chosen for initial study. In past experience, students have selected subjects directly related to their own situations. Inspiring interest has not been difficult since so many of these current problems

touch the lives of the typical Upward Bound student. These projects will be prepared for group presentation and discussion before the entire Upward Bound student body. Three to five days preparation time will be allowed, depending on the problem involved. Each group of eight to ten students will be allowed to take at least one field trip in preparing their topic for presentation. The writer will show that these "travel experiences" can be a valuable adjunct to the small-group research project. Suggested topics for the project will be discussed in detail in the following pages.

Crime in our society. This topic, though general, can be given more immediacy by the fact that many Upward Bound students have had intimate contact with the law, as delinquents, as sons and daughters of errant parents, and as products of environments which provide the bulk of those convicted of criminal activities. Most of these students know the law as an enemy or image of authority. To change this image is essential. The writer feels that by frank discussion and study, some understanding can be attained.

This topic will be discussed in day by day detail. The procedure for this topic is to serve as a guideline or example for the other group topics which will be handled in the same general fashion. The remaining topics are to be treated in less detail, listing the desired objectives, suggested activities, and possible resource materials.

The group study on "Crime in Our Society" will be initiated during the second week of the Upward Bound program. During the first class meeting the group will discuss the problem briefly. The writer will use the March, 1964 stabbing of Catherine Genovese; the repeated assaults on policemen; and for immediacy, an article from the Des Moines Tribune. The Tribune article deals with the frustration of a man who sees a crime being committed, but is powerless to correct the situation. The discussion will attempt to establish general problems and erect a framework for our week's work with the subject of crime. The remaining task for the first day of the study is to provide each of the research group members with the paperback book or books of his choice. The following is the proposed list of paperbacks for the group:

Aichorn, August, Wayward Youth. New York: Viking Press, 1965.

Hoover, J. Edgar, Crime in the United States. Boston: Beacon Press, 1965.

Jones, Howard, Crime in a Changing Society. New York: Penguin, 1964.

Read, Edward, Mafia. New York: The New American Library, 1964.

Salisbury, Harrison E., Shook-Up Generation. New York: Fawcett, 1965.

Sentner, David, How the F.B.I. Gets Its Man. New York: Avon Press, 1965.

Shaw, Clifford R., Jack-Roller: A Delinquent Boy's Own Story. Chicago: University of Chicago Press, 1963.

Tunley, Raoul, Kids, Crime and Chaos. New York: Dell Publishing Company, 1962.

The preceding is the proposed paperback book list from which the students are to select their books. These books are to be read by the group and reviewed by them for the benefit of the class members. The counselors will assist the students in preparing dittoed handouts for the class giving: (1) the author's reason for writing the books, (2) important points made by the author, (3) recommendations made in the book, and (4) the student's opinion of the book.

The group will be expected to use the facilities of the Central College library in their research projects. Assistance will be given by the counselors.

At the next meeting of the social studies class the following two films will be shown and discussed.

1. "Crime and Delinquency"

This twenty-minute film is available from the National Educational Television Association at a rental fee of \$5.25. It is a segment of the "Search for America" series. The film covers all facets of the rising crime problem in America today. Dr. Margaret Mead and Dr. Bertrum Beck are the narrators.

2. "A Criminal is Born"

This twenty-minute film is available from most rental agencies for a fee of \$5.00 or from the Des Moines Public Schools audio-visual library. It is produced by Metro-Goldwyn-Mayer. The film compares the crime careers of four youthful offenders. The problems and responses of their parents are given due consideration.

After viewing the films the class will be broken up into groups. Each group will have as its subject the

problems of one of the four boys in the film. Each group is to present to the class (after 15 minutes of group discussion) its suggestions as to how the boy's problems and aggressions could have been solved in a socially acceptable manner.

The small group selected for intensive study of the crime problem will be taken to Des Moines for a meeting with Captain Kerpon of the police department, and later with Judge Tidrick of the Polk County Juvenile Court. They will be accompanied by a teacher and/or a college-student counselor.

Another programmed field trip is for the group to journey to Anamosa for a guided tour through the reformatory. This will be a sobering and educational experience for them to share later with the entire Upward Bound student body.

If time permits, a meeting with the Polk County Sheriff and the Pella Chief-of-Police is planned. This will afford the students an opportunity to compare police problems confronting cities of various size.

The last meeting of the social studies class during this week should be an interesting and informative one for the students. First, the elected chairman of the group will give a brief resume of the weeks activities; then the students will in turn relate their experiences of the week to the class. Each group member will briefly review the paperback which he selected for study. The last part of this period will be given to the class for questions and discussion. Possible questions to be considered by the group are:

1. Why do some people deviate from the social norm?
2. How can this be prevented or minimized?
3. Is our ratio of punishment to rehabilitation correct?
4. How does poverty affect crime?
5. Why is the most civilized nation also the most dangerous in which to live?
6. What can I, as an individual, do to help the situation?

The plight of the cities. Most students are interested in the problems of our urban areas. A large percentage (80 per cent) of the students will be taken from the cities of Ottumwa and Des Moines. It is from these people, many of whom inhabit the minority ghettos, that solutions to the many problems can be obtained.

The students should first examine the reasons for the migration to the urban areas. Besides the obvious social and economic reasons, the following should be considered:

1. Cultural benefit of the city
 - A. Art centers
 - B. Theatre
 - C. Educational opportunity
 - D. Individual freedom
 - E. Excitement

The many drawbacks to urban living should be scrutinized. Some of the detractions are:

1. Crime--most crime is committed in the urban areas.
2. Inadequate housing--Poverty-ridden slums have long been recognized as breeding places for crime, dope addiction and other problems.
3. Cost of living is generally higher than in rural areas.
4. Inadequate schools--Less money is available to spend on schools than in suburban areas.
5. Streets designed for horse and buggy traffic are not capable of handling the increasing flood of automobiles.

6. The polluted air of the cities has a definite health effect on people and a corrosive effect on many materials.

The students will be allowed to discuss city problems with the local mayor and council members of Pella and/or Ottumwa. The writer has also planned for the group studying cities to journey to Des Moines for a conference with the City Manager and to attend a council meeting. In this way the students will be able to compare the handling of problems by cities of varying sizes and in turn be better able to evaluate the different types of city government. The week will be spent in introducing the city as a topic, hearing the various experts and officials, journeying to larger cities to visit department heads and attend meetings, returning to evaluate the data and to discuss it among themselves, and finally to present their findings to the class during the last meeting of the week.

Race and minority relations. Intimately associated with the problems of the metropolitan area is the race and minority group problem. Summer is the season for the protest. We can anticipate escalated activity in 1967. Approximately twenty-five per cent of the proposed Upward Bound enrollees are negroes. The problems of minority groups will provide excellent material for frank discussions by the students. Much is to be gained from this approach to the problem. The policies of Martin Luther King, Stokeley Carmichael, Cassius Clay, Adam Clayton Powell, George Wallace

and others will be considered. Civil rights leaders from the Des Moines and Ottumwa areas will be invited to attend the discussions.

Films designed to explore the race problem which will be used are "The High Wall" and "Our Race Problem". "The High Wall" is a dramatic presentation of a family situation showing how improper values and attitudes are passed from parents to offspring. This film has received good reviews and is available on a free loan basis from the Des Moines Schools audio library. "Our Race Problem" comes in two parts of twenty-nine minutes each. It presents contrasting liberal and conservative outlooks on the problem as held by prominent southerners. The film is available from National Educational Television for a \$5.00 rental fee per reel.

Suggested new paperbacks for study of the race problem are:

Carawan, Guy and Candie, Ain't You Got A Right To The Tree of Life? New York: Simon and Schuster, 1967.

Gluckman, Max, American Minorities in a Changing World. New York: Alfred A. Knopf, 1966.

Griffin, John Howard, Black Like Me. New York: Signet, 1964.

Record, Wilson, Race and Radicalism: The NAACP and the Communist Party in Conflict. New York: Dell Publishing Company, 1965.

Vietnam, the draft and dissent. This all-encompassing topic will require the inclusion of a larger number of students. The facts of the topic are related; therefore,

the writer feels it should be discussed as a unit. All of the young people involved in the Upward Bound program will be affected in some way by the draft policies of the government. To discuss this problem assists the student in understanding one of his country's gravest dilemmas. It is nearly impossible to separate a person's attitude about the draft from his personal feelings regarding the Vietnamese conflict. Considering these problems together would seem to be consistent with understanding the inherent right of the American to dissent. Little controversy regarding dissent was heard prior to our government's involvement in the ground war in Southeast Asia. Now, nearly all dissenters against government policy are concerned about what is right and wrong with our foreign policy. This has "turned them on" to use the current idiom. This topic is so current that students will, of necessity, need to rely mostly on the provided, current, daily and weekly news media.

An editorial writer from the Des Moines Register and a Professor of Psychology from Central College have agreed to discuss the two sides of the Vietnamese question--a discussion which should prove scintillating and valuable for all concerned.

Education and the schools. The typical comprehensive high school in America is confronted with a plethora of problems. The Upward Bound student, who is many times the victim of this system, in which we try to pour each student into a common mold, should be expected to participate with

interest in discussions of this problem because of his lack of success in dealing with the schools. Through this discussion and class work, he should gain more insight into his individual problem and the collective problem of the American public school system. The study group concerned with the schools should try to answer the following problems:

1. Should everybody be prepared for college?
2. What changes in curriculum should be initiated?
3. Should teaching methods be modified?
4. What new standards of discipline, if any, should be enforced?
5. How should students be evaluated?
6. How should teachers be evaluated?
7. What new materials can be utilized?
8. Would a year-round Upward Bound program be successful?
9. What can be done regarding the drop-out problem?

The following books will be suggested to the students:

Kauffman, Bell, Up the Down Staircase. New York: Avion, 1964.

Rafferty, Max, What They Are Doing To Your Children. New York: Signet Press, 1966.

Scharg, Peter, Voices in the Classroom. Boston: Beacon Press, 1967.

The automobile and transportation problem. This country, which has a reputation of being the most mobile nation in the world, may, be becoming actually less mobile, as far as the automobile is concerned. Getting there is, in some cases, twice the effort that it once was. There are now in the United States about seventy-two million automobiles. The middle class family is rapidly becoming a three-car family as the teen-ager become or licensing age.

"Wheel's" are to the Upward Bound student more important than almost anything else. It remains one of the responsibilities of the Upward Bound staff to harness this interest and to show the student the responsibilities inherent in car ownership and operation.

First consideration of the project must be directed at the enormous traffic death toll and traffic safety. The project should attempt to show that automobiles have killed or maimed more Americans than all of our many wars combined. "In more than five years, for example, about 6,300 Americans have been killed in battle in Vietnam and another 35,000 wounded in the war. Yet on United States highways in 1966--in just one year--more than 50,000 people were killed in traffic accidents and 1,700,000 were injured."¹

The problems of teen-agers and automobiles will be considered for the group involved by visiting traffic safety experts and a visiting police officer from Des Moines. An insurance claims adjuster will discuss the high cost of insurance to the young driver. Henry Gregor Felsen, who has authored many books regarding youth and automobiles, has consented to speak to the students on the problem. He is well-received by the young as evidenced by continuing position of his books on the best-seller list.

¹ Herman L. Masin, "Getting There is Twice the Effort," Senior Scholastic, XLIX (January, 1967), 4-8.

The transportation problem does not end with a consideration of the problems of the automobile. Our crowded skies and our out of date, bankrupt railroads must be considered by the group. A meeting with an air traffic control official will be arranged to discuss the air travel problem. The railroad problem is immediate in that several trains are now being deleted for lack of business. Plans are now being made for the group to meet with an official of the Rock Island Railroad to discuss this problem.

Suggested new paperback resources are:

The several books by Felsen dealing with the teen-ager and his car.

Nader, Ralph, Unsafe At Any Speed. New York: Pocket Books, Inc., 1966.

Pound, Arthur, Automobile and An American City. Detroit: Wayne State University Press, 1962.

A survey of the Senior Scholastic magazines and the weekly news media will yield much material germane to this timely topic.

Suggested films to supplement this unit are:

1. Gasoline Age: History of Transportation
2. Behind the Scenes at the Airport
3. Big Trains Rolling

These films are available from the Des Moines Public Schools audio-visual library.

The problem of drugs and narcotics. Use of various narcotics by young people is causing widespread concern among interested people today. Conditions have changed radically

within the last few years. Time was when the narcotics problem was considered only a big-city problem which was of passing concern to the ordinary individual. Parents now worry over drug use by their sons and daughters rather than the now outdated and accepted alcohol consumption and tobacco usage.

Students should first understand the three main types of drugs. These three categories are (1) barbiturates and amphetamines, (2) hallucinagens, and (3) hard narcotics such as heroin, codeine, and morphine. The different applications and effects of each of the three categories should be understood.

The placement of responsibility for the problem should be realized and the various possible solutions explored. The two main alternatives in treatment of addicts should be discussed. Do we treat these people in the British fashion where certain types of drugs are legalized, or in the American fashion as criminals to be convicted and incarcerated?

The campus physician and a local doctor will be asked to discuss with the group the possible effects of LSD and other drug usage. Statements from LSD "trip takers" and "hard" drug addicts will be utilized. A member of the narcotics bureau assigned to the Des Moines police department will discuss the narcotics problem and its implications with the student group.

The following current paperback sources will be utilized:

Kron, Yves and Brown, Edward A., Mainline to Nowhere: The Making of a Heroin Addict. Seattle: Meridan Publishing Company, 1967.

Stafford, P. G. and B. H. Golightly, LSD - The Problem-Solving Psychedelic. New York: Universal Publishing Corporation, 1967.

Individual and group academic games project. One new development in the teaching of social studies has been developed at John Hopkins University by James S. Coleman, a Professor of social relations. His games will be introduced to the mass market early this summer. The writer plans to use several of these devices in the Upward Bound program.

The games to be tested are Life Career, Representative Democracy, Consumer, and Propaganda. These games all use a deck of cards and a folding board of the Monopoly type. The following is, according to Coleman, a brief description of the Representative Democracy Game:

Six to eleven players sit around a table or circle of desks. The chairman deals a set of fifty-two cards, each representing a segment of a constituency and giving the positions of constituents on one of eight issues. The cards a player holds represent the positions of his constituents on some or all of the eight issues: civil rights, aid to education, medical care, defense appropriation, national seashore park in Constituence A, offshore oil, federal dam in Constituence B, and retaining a military base in Constituence C. The player, as legislator, is attempting to gain re-election, and he can do so only through satisfying the wishes, as indicated on his cards, of a majority of his constituents. For example, if he has 30 constituents in favor of an aid to education bill

and 20 against it, he has a net gain of 60 votes toward re-election if the bill passes or a net loss of 60 if it fails. **The overall winner is the legislator who is re-elected by the largest majority.** This is the first level of the game, which altogether consists of eight levels, each introducing more of the complexity of legislative functioning.¹

The foregoing is a brief description of the type of simulation game which is being developed in the social studies as well as in other areas. These devices are developed with the high school student in mind and contain material of sufficient complexity to be of interest to the slower student as well.

The writer intends to make these games available to the students to use at their discretion. Some class time can be given over to this pursuit, for all students can not be interested in group projects or research reports. Also, the students will have available time in the afternoon to pass in the subject area of their choosing. These games will be of assistance in the planning of group reports on the current problems project as most of these problems are illuminated in the Representative Democracy and Propaganda games.

Propaganda project. Through the use of inexpensive shortwave equipment, a radio station producing and receiving propaganda broadcasts will be constructed. **Broadcasts from**

¹James S. Coleman, "Learning Through Games," NEA Journal, LVI (January, 1967), 69-70.

the Voice of America and Radio Moscow will be received live during class or taped during the evening hours for replay during class time. These broadcasts are to be analyzed and discussed by the committee chosen for the radio project. High school students (especially boys) are vitally interested in radio and should gain much understanding of both broadcasting and propaganda techniques.

The use of the college F.M. broadcasting station will be at the disposal of the Upward Bound project for thirty minutes each week. This will provide the opportunity for the extension of radio technique as well as propaganda explanation.

In addition to the radio broadcasts, the students will have access to the several weekly news publications together with the daily newspaper.

V. PROPOSED INDIVIDUAL STUDY PROJECTS

Individual history reports. An important facet of the Upward Bound program is its attempt to implant a sense of responsibility in the minds of the student. For this reason, individual work on the part of the student is encouraged.

One can not emphasize too strongly the necessity for flexibility in the program. Adhering to the traditional fifty minutes period and strict subject structuring would defeat the purpose of the program. Any project which catches the interest of the student and is germane to the broad guidelines of Upward Bound should be termed acceptable. The

individual study program which follows will be offered to the Upward Bound student at Central College during the summer 1967.

Each student will have the opportunity to individually research and report on any historically important character or era relevant to world history. Many of these students will be college freshmen in the fall. In any case, the experience in research gained from this type of project will be invaluable. The student will have the college library facilities available to him during the summer. Also, the professors in residence during the program have offered to assist in any way possible with these historical studies. This can be a unique opportunity for the high school student willing to put forth the effort.

The following are suggested paperbacks resource materials:

Andrae, Tor. Mohammed: The Man and His Faith. New York: Harper Torchbooks, Harper & Brothers, 1962.

Bainton, Roland H. Here I Stand: A Life of Martin Luther. New York: Mentor Books, American Library of World Literature, Incorporated, 1961.

Berenson, Bernard. Italian Painters of the Renaissance. New York: Meridian Books, Incorporated.

Breasted, James Henry. Development of Religion and Thought in Ancient Egypt. New York: Harper Torchbooks, Harper & Brothers.

Brodrick, S. J. The Origin of the Jesuits. New York: Image Books, Doubleday & Company, Incorporated.

Bronsted, Johannes. The Vikings. Baltimore: Pelican Books, Penguin Books, Incorporated, 1964.

- Burckhardt, Jacob. The Age of Constantine The Great. New York: Anchor Books, Doubleday & Company, Incorporated.
- Chesterton, G. K. St. Francis of Assisi. New York: Image Books, Doubleday & Company, Incorporated.
- _____. St. Thomas Aquinas. New York: Image Books, Doubleday & Company, Incorporated.
- Dickinson, G. Lowes. The Greek View of Life. Ann Arbor, University of Michigan Press, Arbor Paperbacks.
- Djilas, Milovan. The New Class. New York: Praeger Paperbacks, 1959.
- Duckett, Eleanor Shipley. Alfred the Great: The King and His England. Chicago: University of Chicago Press, Phoenix Books.
- Gandhi, Mohandas K. Gandhi's Autobiography: The Story of My Experiments with Truth. Boston: Beacon Press.
- Hackett, Francis. Henry the Eighth. New York: Bantam Books.
- Hamilton, Edith. The Greek Way to Western Civilization. New York: Mentor Books, New American Library of World Literature, Incorporated.
- _____. The Roman Way to Western Civilization. New York: Mentor Books, New American Library of World Literature, Inc.
- Kelly, Amy. Eleanor of Aquitaine and the Four Kings. New York: Vintage Books, Incorporated, Alfred A. Knopf, Incorporated.
- Kramer, Samuel Noah. History Begins at Sumer. New York: Anchor Books, Doubleday & Company, Incorporated.
- Ludwig, Emil. Napoleon. New York: Pocket Books Incorporated.
- Mattingly, Garrett. Catherine of Aragon. New York: Vintage Books Incorporated, Alfred A. Knopf, Incorporated.
- Morison, Samuel Eliot. Christopher Columbus, Mariner. New York: Mentor Books, New American Library of World Literature, Incorporated.

- Neale, J. E. Queen Elizabeth I. New York: Anchor Books, Doubleday & Company, Incorporated.
- Nehru, Jawaharlal. Toward Freedom. Boston: Beacon Press.
- Pirenne, Henry. Medieval Cities. New York: Anchor Books, Doubleday & Company, Incorporated.
- Power, Eileen. Medieval Cities. New York: Anchor Doubleday & Company, Incorporated.
- Robinson, C. A. Jr. The Spring of Civilization: Periclean Athens. New York: Dutton Everyman Paperbacks, E. P. Dutton & Company, Incorporated.
- Roeder, Ralph. The Man of the Renaissance. New York: Meridian Books, Incorporated.
- Runciman, Steven. Byzantine Civilization. New York: Meridian Books, Incorporated.
- Schevill, Ferdinand. The Medici. New York: Harper Torchbooks, Harper & Brothers.
- Scullard, H. H. From the Gracchi to Nero. New York: Praeger Paperbacks.
- Tarn, W. W. Alexander the Great. Boston: Beacon Press.
- Taylor, A. E. Socrates. New York: Anchor Books, Doubleday & Company, Incorporated.
- Zweig, Stefan. Erasmus of Rotterdam. New York: Compass Books, Viking Press.

The above list will serve as a guide for the individual project. Many other similar materials are available.

The study of philosophy. For the student interested in an introductory project in philosophy, the writer plans to offer the students an opportunity to study the outstanding thinkers of the various periods in history. The new liberalism

and corresponding freedom of action are creating in the high school student an earlier curiosity regarding the various approaches to life. The facilities of the Central College library will be essential to the accomplishment of a philosophical study. The professor of philosophy at the college has consented to help the students whenever possible. The following is a suggested list of famous philosophers for use by the Upward Bound students:

Ancient 600 B.C.--500 A.D.

1. Thales
2. Heraclitus
3. Parmenides
4. Democritus
5. Pythagoras
6. Socrates
7. Plato
8. Aristotle

Early Christian I A.D.--1400 A.D.

1. St. Augustine
2. Thomas Aquinas
3. John Dune Scotus
4. William of Ockham
5. Johannes Eckhart

Renaissance 1400--1600 A.D.

1. Nicolaus Copernicus
2. Sir Issac Newton
3. Galileo
4. Johannes Kepler
5. Niccolo Machiavelli
6. Jean Bodin
7. Jean Rousseau
8. Michel de Montaigne

Appeal to Reason 1600's

1. Descartes
2. Baruch Spinoza

Appeal to Experience 1700's

1. John Locke
2. George Berkeley
3. Davis Hume

Appeal to Humanism 1700's--1800's

1. Imanuel Kant
2. G. W. Hegel
3. Karl Marx
4. Friedrich Nietzsche
5. Soren A. Kirkegaard

Appeal to Adjustment 1900's--Present Day

1. Bertrand Russell
2. Alfred N. Whitehead
3. F. S. Northrop

VI. FINAL CONSIDERATIONS

The social studies awards program. An awards presentation is planned using trophies and achievement certificates as incentives to accomplishment. Trophies will be awarded to those students making the most progress, and certificates for any individual achievement of the written variety. This arrangement has worked well in past programs as the students keenly desire any object of success, however small it may be. The writer plans to purchase twenty large trophies in addition to the required number of award certificates. The awards ceremony will be held on the final day of the program.

Teachers choice project. Field trips, group topic study and presentation, individual study, and the presentation of pertinent audio-visual materials will take most of the available time of the student. The writer plans to devote at least thirty minutes per week to a "teacher's choice" project. The format and topics for the presentation will be

up to the discretion of the individual teacher. Generally, they will be topics of immediate interest. Time will necessarily need to be spent on group guidance activities consistent with broad guidelines of the program. This will be the only time when the teacher can meet the entire class and the topics for discussion will be many and varied.

Sufficient time is not available to accomplish all that is necessary. The writer hopes that these methods will lead to some involvement and success on the part of every Upward Bound student.

CHAPTER III

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The task of the writer has been to prepare a course of study in the social studies for culturally-deprived high school students who will participate in a government subsidized Upward Bound program at Central College, Pella, Iowa, during the summer of 1967.

The writer participated in a similar program at the same college during the summer of 1966. The proposed projects are the modifications of those which showed promise during this previous session. These projects have in all cases been enhanced by additional activities aimed at involving more of the students.

A major development in the social studies field has been the dividing of classes into small groups for intensive study aimed at answering some important question or proposing a new and unusual course of action. These proposals are then presented to the entire group for discussion and evaluation. The foregoing procedure is to be utilized in the proposed curriculum. The writer has determined through experimentation last summer that this approach can be unusually successful. First of all, the transportation of small groups of students

is far simpler to manage than is the usual unwieldy bus-load. Secondly, people from whom the group can learn are more willing to meet with small numbers of students. Finally, the writer has found it far easier to maintain an orderly, business-like atmosphere where ten or fewer students are involved. The only remaining necessity is for an adequate number of staff members to supervise and/or instruct the students remaining in the classroom. This is no problem in Upward Bound as there are at all times two social studies teachers and two counselors available. These modified small-group proposals are those that generated the most excitement and interest in addition to the new and timely studies which are newsworthy and current.

As an adjunct to the group work, the writer has proposed individual studies to be accomplished together with, or in addition to, the small group research. For these topics, the use of the Central College library facilities is essential. The techniques learned by researching these subjects will stand the students in good stead when they attend college.

The academic games proposal makes use of a completely new approach to learning pioneered by Dr. James S. Coleman of John Hopkins University. These devices were tested in the Nova Schools at Ft. Lauderdale and found to be quite successful with all levels of students. The only new, nationally-advertised game of this type is Wff'Proof. According to Egerton:

Academic games are intricately designed methods of teaching subject matter in a pleasurable way. Their range of complexity is very broad, but all of them use new knowledge. In Wff'Proof, for example, players begin by competing in small groups to make Wffs, or well-formed formulas, with lettered cubes. Given the definition of a Wff--that is, what letters or combinations of letters constitute correct formulas--the players can then progress at their own speed through a series of 21 games, each more difficult than the preceding one, to develop an understanding or even a mastery of propositional calculus and mathematical logic.

The writer plans to introduce this and other academic games to the Upward Bound students this summer.

The use of current paperback books as resource and research materials is being tested to a greater extent this year. Students find them inexpensive and easy to carry. Also it alters the disagreeable textbook image which plague the culturally-deprived student.

New audio-visual aids were suggested to supplement the project and the overall guidelines of the Upward Bound program. The writer used as sources for films rental libraries in the Des Moines area as well as agencies in other cities where the newer "way out" teenage films could be found. The use of short-wave radio equipment to teach propaganda techniques is an idea that has worked successfully in other areas. The writer intends to tape record those broadcasts and class sessions which would be informative and helpful to the students. The production of an eight millimeter film will be attempted if time and funds permit.

¹John E. Edgerton, "Academic Games," Southern Educational Report, I (March-April, 1960), 2.

The writer's first consideration has been to choose materials and content that is relevant to the student and his situation. The intent has been to involve human beings and their problems--those things close to this type of students. The study of their basic problems should provide the springboard to discussions of more abstract, but related, ideas.

Secondly, the writer has attempted to involve the student in a variety of experiences at varying locales. These students come from a broad spectrum of economic advantage and disadvantage; each should be shown how his counterpart lives.

Finally, the writer desired to provide experiences which are not now practicable on the local high school level. Because of the flexibility of the program, the possibility exists for the use of a great deal of experimental materials. The close structuring and time programming necessary in the public school would prevent the freedom possible in such a program as Upward Bound.

The incentives offered students for improved academic performance are mostly intangibles. No grades are given; no evaluative devices are used.

The main intent of the program is to offer each student the opportunity for some real individual success. Trophies and certificates given for good work and unusual effort are the only tangible rewards for accomplishment. The writer has found that for most of the students these items are

keenly coveted. They will work hard to receive them. Most students have been able to excel in one of the four departments. The main inducement to attainment is in the favorable environment of the college, and the nonlimiting effect on the student of the program which is by purpose constructed to remove the traditional academic pressures of passing or failing.

This writer is in complete accord with the objectives of the Upward Bound programs. The talent of the culturally-deprived student must not be wasted because of his unfavorable economic situation. Higher education is basic to success in our society. All those capable of attending college should be afforded the opportunity to attend.

II. RECOMMENDATIONS

The writer recommends that further research be initiated to determine the feasibility of operating a year-round Upward Bound type program in certain areas where such projects are indicated. Sexton has indicated that in the lower income areas of the typical city the drop-out rate was eight-times as high in low income areas as compared with the highest income areas of the city.¹ Curriculum changes are also indicated in order to challenge the bright-but poor-student in disadvantaged areas.

¹Patricia Cayo Sexton, Education and Income (New York: Viking Press, 1965), p. 201.

Because of a lack of exposure to good literature and news media, the typical Upward Bound student is generally far behind his peers in reading ability. Increased attention should be given to reading instruction and improvement for students in the deprived areas as well as new and improved, more interesting, current paperback materials with which this type of student can more readily identify. Classes should be much smaller to allow more individualized instruction. According to Hickerson, "Class sizes must be drastically reduced, hopefully to ratios of ten or twelve to one."¹

Paperbacks are being used increasingly by all types of schools. The writer recommends that this sort of material receive a wider use--perhaps in the form of textbooks. Using this form of resource material is an economical way of providing a wide range of materials for both the slow learner and the advanced student. In this day and age when the fight against obsolescent material is constantly with us, the expensive, hard-bound source becomes outdated in one year or less and worn out in two to three years. The paperback would seem to be at least a partial answer to this question.

The social studies student should be able to become involved in problem-solving techniques as the Upward Bound program permits. Small class size would allow travelling to

¹Nathaniel Hickerson, Education for Alienation (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), p. 97.

visit council meetings, city planning experts, legislatures, police departments, and as many other enriching activities as would be possible.

Finally, increased attention on the part of all educators should be directed at the problem of the culturally-deprived student. It is easier and cheaper to educate than to incarcerate him. Society, by striking at the heart of poverty's genesis (illiteracy and undereducation), through programs such as Upward Bound, can perhaps break this stultifying cycle of despair.

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